



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 10131170  
SAU: Bath School Department  
School: Bath Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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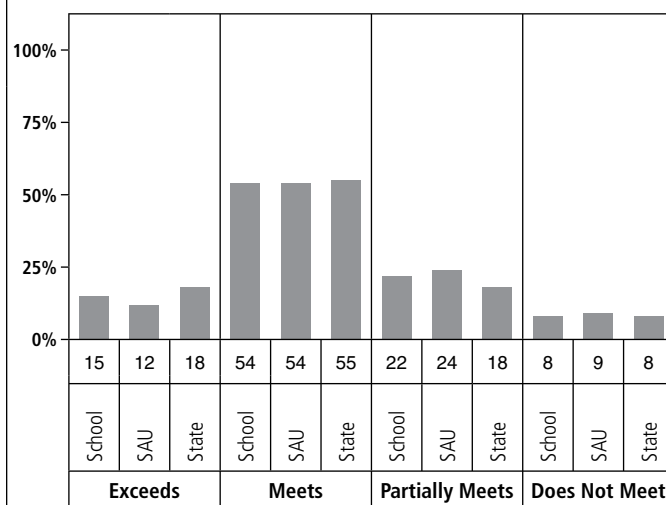
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 7  
SAU: Bath School Department  
School: Bath Middle School

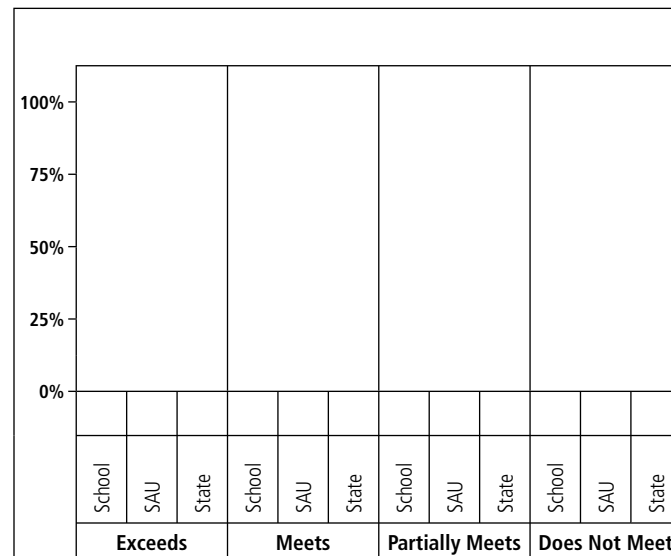
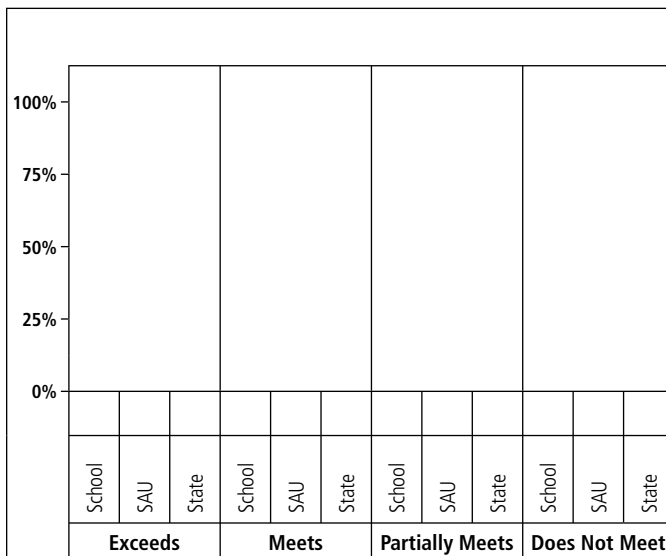
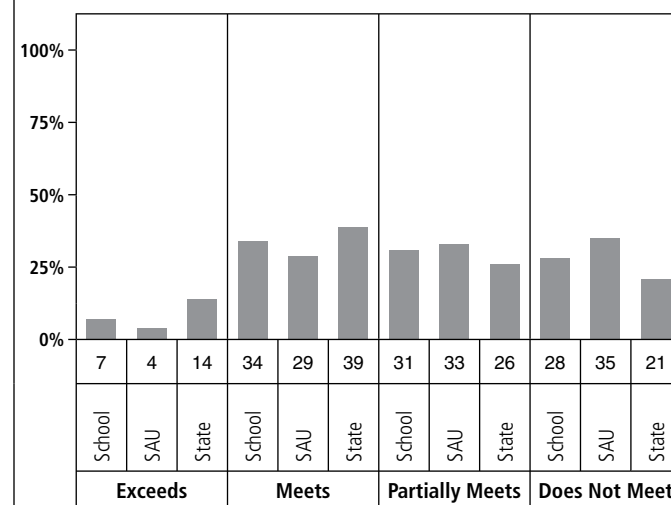
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	744	744	745
2006–2007	748	748	748
<b>2007–2008</b>	<b>749</b>	<b>747</b>	<b>750</b>
Cum. Avg. *	747	746	748
<b>Mathematics</b>			
2005–2006	736	734	740
2006–2007	740	738	742
<b>2007–2008</b>	<b>737</b>	<b>734</b>	<b>743</b>
Cum. Avg. *	738	735	742

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 7  
SAU: Bath School Department  
School: Bath Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	140	100	109	100	14818	100	139	100	108	100	14698	99	139	100	108	100	14694	99												
Ethnicity African American/Black	2	1	2	2	381	3	2	100	2	100	372	98	2	100	2	100	375	99												
American Indian or Native Alaskan	1	1	1	1	113	1	1	100	1	100	112	99	1	100	1	100	112	99												
Asian or Pacific Islander	3	2	3	3	219	1	3	100	3	100	213	97	3	100	3	100	217	99												
Hispanic	4	3	4	4	178	1	4	100	4	100	176	99	4	100	4	100	177	100												
Caucasian/White	130	93	99	91	13927	94	129	100	98	100	13825	99	129	100	98	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	24	17	21	19	2556	17	23	100	20	100	2508	99	23	100	20	100	2497	98												
Current LEP	1	1	1	1	363	2	1	100	1	100	352	97	1	100	1	100	360	99												
Economically disadvantaged	54	39	48	44	5461	37	53	100	47	100	5408	99	53	100	47	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	116	83	86	79	12195	82	116	83	86	79	12215	82												
Identified disability (PET/IEP)	2	2	1	1	418	3	2	2	1	1	421	3												
LEP	1	1	1	1	183	2	1	1	1	1	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
<b>Participation with accommodations</b>	22	16	21	19	2320	16	22	16	21	19	2303	16												
Identified disability (PET/IEP)	20	91	18	86	1912	82	20	91	18	86	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	2	9	3	14	244	11	2	9	3	14	226	10												
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	178	1	1	1	1	1	176	1												
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	1	1	1	1	27	0	1	1	1	1	28	0												
<b>Non-participation – other</b>	0	0	0	0	93	1	0	0	0	0	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Bath School Department  
School: Bath Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	12	8	8	8	1769	11
	2006-2007	29	19	19	20	2630	18
	<b>2007-2008</b>	<b>21</b>	<b>15</b>	<b>13</b>	<b>12</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	62	14	40	13	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	73	51	49	51	7521	49
	2006-2007	84	54	49	52	7605	51
	<b>2007-2008</b>	<b>75</b>	<b>54</b>	<b>58</b>	<b>54</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	232	53	156	52	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	39	27	27	28	3773	24
	2006-2007	23	15	14	15	3000	20
	<b>2007-2008</b>	<b>31</b>	<b>22</b>	<b>26</b>	<b>24</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	93	21	67	22	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	19	13	13	13	2399	16
	2006-2007	20	13	12	13	1620	11
	<b>2007-2008</b>	<b>11</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	50	11	35	12	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	34.4	61.4	33.3	59.5	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.5	58.9	16.0	57.1	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	17.9	63.9	17.2	61.4	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 7  
SAU: Bath School Department  
School: Bath Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	138	21	15	75	54	31	22	11	8	749	107	12	54	24	9	747	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	2										2						365	10	49	19	22	742
American Indian or Native Alaskan	1										1						110	6	52	24	18	744
Asian or Pacific Islander	3										3						211	26	47	20	6	752
Hispanic	4										4						173	12	54	18	15	746
Caucasian/White	128	20	16	68	53	29	23	11	9	748	97	12	53	25	10	746	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	22	0	0	4	18	10	45	8	36	733	19	0	21	42	37	733	2330	2	30	36	32	735
No	116	21	18	71	61	21	18	3	3	752	88	15	61	20	3	750	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	1										1						342	8	46	22	24	741
No	137	21	15	74	54	31	23	11	8	749	106	12	54	25	9	747	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	53	2	4	30	57	15	28	6	11	744	47	2	60	26	13	744	5299	9	51	26	14	745
No	85	19	22	45	53	16	19	5	6	751	60	20	50	23	7	749	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	138	21	15	75	54	31	22	11	8	749	107	12	54	24	9	747	14514	18	55	18	8	750
<b>Gender</b>																						
Female	71	16	23	37	52	15	21	3	4	751	52	19	54	23	4	750	7084	24	55	15	6	752
Male	67	5	7	38	57	16	24	8	12	746	55	5	55	25	15	744	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						946	6	47	34	12	743
No	134	21	16	73	54	29	22	11	8	749	103	13	54	23	10	747	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	13	10	77	3	23	0	0	0	0	764	11	73	27	0	0	763	574	61	38	1	0	765
No	125	11	9	72	58	31	25	11	9	747	96	5	57	27	10	745	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Bath School Department  
School: Bath Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	2	18	2	18	2	18	5	45	738	10	10	20	20	50	735	6	9	42	24	25	741
B. less than one hour	54	11	15	44	60	15	21	3	4	751	50	11	60	23	6	748	50	17	56	19	8	750
C. one to two hours	37	8	16	27	54	12	24	3	6	749	39	15	54	27	5	749	40	20	58	16	6	752
D. more than two hours	1	0	0	1	50	1	50	0	0	739	1	0	100	0	0	744	4	19	49	21	11	749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	31	11	26	25	60	4	10	2	5	753	34	25	56	14	6	752	36	24	58	14	5	753
B. They match some of what I have learned.	53	9	12	42	58	16	22	6	8	749	48	6	61	24	10	746	50	16	58	19	8	749
C. They match just a little of what I have learned.	13	1	6	8	44	8	44	1	6	744	14	7	47	40	7	745	11	13	45	26	16	745
D. There is no match.	3	0	0	0	0	2	50	2	50	725	4	0	0	50	50	725	3	4	35	29	31	737
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	23	13	42	16	52	2	6	0	0	760	18	42	53	5	0	760	28	35	52	9	5	756
B. good	55	8	11	44	59	18	24	4	5	748	58	8	58	27	7	747	52	15	60	18	7	750
C. fair	19	0	0	11	42	9	35	6	23	739	20	0	43	33	24	739	18	3	49	33	15	742
D. poor	3	0	0	2	50	1	25	1	25	735	4	0	50	25	25	735	2	2	41	28	29	738
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	16	2	9	13	59	1	5	6	27	744	18	5	58	5	32	741	16	13	48	23	16	745
B. about the same as my regular schoolwork	58	14	18	42	53	19	24	4	5	750	58	15	56	25	5	749	65	18	57	18	7	750
C. easier than my regular schoolwork	26	5	14	20	56	10	28	1	3	750	25	12	50	35	4	747	19	21	57	16	6	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	4	36	3	27	4	36	733	9	0	40	30	30	735	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	44	4	7	35	58	16	27	5	8	747	48	8	55	27	10	746	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	48	17	26	36	55	11	17	2	3	753	42	20	58	18	4	751	36	28	58	10	4	755
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	48	9	14	37	57	14	22	5	8	750	47	10	55	24	10	747	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	44	10	17	35	58	11	18	4	7	748	44	13	61	20	7	747	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	7	2	20	3	30	4	40	1	10	745	9	22	33	33	11	747	5	9	46	26	19	743
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	17	4	17	13	57	6	26	0	0	751	21	18	59	23	0	751	17	25	57	13	6	753
B. 20 minutes to an hour	51	14	20	35	50	15	21	6	9	750	49	16	51	24	10	748	45	22	56	16	6	752
C. less than 20 minutes	12	1	6	10	63	3	19	2	13	746	13	7	64	14	14	746	13	14	56	21	9	748
D. I rarely read at home.	20	2	7	16	59	6	22	3	11	744	17	0	50	33	17	740	24	8	53	26	13	745
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	33	0	0	1	100	0	0	0	0	760	33	0	100	0	0	760						
C.	33	0	0	0	0	1	100	0	0	730	33	0	0	100	0	730						
D.	33	0	0	0	0	0	0	1	100	708	33	0	0	0	100	708						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Bath School Department  
School: Bath Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	9	6	5	5	1646	11
	2006-2007	19	12	8	9	2142	14
	<b>2007-2008</b>	<b>9</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	37	8	17	6	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	46	32	30	31	5497	36
	2006-2007	58	37	32	34	5642	38
	<b>2007-2008</b>	<b>47</b>	<b>34</b>	<b>31</b>	<b>29</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	151	35	93	31	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	38	27	27	28	4514	29
	2006-2007	45	29	33	35	4077	27
	<b>2007-2008</b>	<b>43</b>	<b>31</b>	<b>35</b>	<b>33</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	126	29	95	32	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	50	35	35	36	3797	25
	2006-2007	34	22	21	22	3001	20
	<b>2007-2008</b>	<b>39</b>	<b>28</b>	<b>37</b>	<b>35</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	123	28	93	31	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.9	49.4	7.4	46.3	8.8	55.0
Cluster 2: Shape and Size	14	25	4.6	32.9	4.2	30.0	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	2.6	32.5	2.3	28.8	3.5	43.8
Cluster 4: Patterns	18	32	6.7	37.2	6.0	33.3	7.9	43.9

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Bath School Department  
 School: Bath Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	138	9	7	47	34	43	31	39	28	737	107	4	29	33	35	734	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	2										2						372	5	24	25	45	731
American Indian or Native Alaskan	1										1						110	5	30	36	29	736
Asian or Pacific Islander	3										3						216	25	34	23	18	748
Hispanic	4										4						175	9	32	30	29	737
Caucasian/White	128	9	7	44	34	38	30	37	29	737	97	4	29	31	36	734	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	22	0	0	2	9	6	27	14	64	723	19	0	5	32	63	722	2321	2	16	26	55	727
No	116	9	8	45	39	37	32	25	22	740	88	5	34	33	28	737	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	1										1						356	7	23	24	45	731
No	137	9	7	47	34	42	31	39	28	737	106	4	29	32	35	734	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	53	1	2	12	23	18	34	22	42	731	47	2	19	34	45	730	5301	5	31	31	33	736
No	85	8	9	35	41	25	29	17	20	740	60	5	37	32	27	737	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	138	9	7	47	34	43	31	39	28	737	107	4	29	33	35	734	14517	14	39	26	21	743
<b>Gender</b>																						
Female	71	4	6	27	38	21	30	19	27	737	52	2	37	29	33	734	7086	14	40	26	20	743
Male	67	5	7	20	30	22	33	20	30	737	55	5	22	36	36	734	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						946	4	23	36	37	733
No	134	9	7	47	35	43	32	35	26	737	103	4	30	34	32	734	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	13	6	46	6	46	0	0	1	8	758	11	36	55	0	9	755	575	64	31	3	1	765
No	125	3	2	41	33	43	34	38	30	735	96	0	26	36	38	732	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Bath School Department  
School: Bath Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	1	9	2	18	3	27	5	45	728	10	10	10	30	50	727	6	7	29	26	37	734
B. less than one hour	54	7	10	23	32	23	32	20	27	738	50	4	26	34	36	733	50	13	39	26	22	742
C. one to two hours	37	1	2	22	44	14	28	13	26	738	39	2	39	29	29	737	40	15	42	26	17	744
D. more than two hours	1	0	0	0	0	2	100	0	0	733	1	0	0	100	0	730	4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	24	1	3	12	38	13	41	6	19	738	24	0	28	48	24	734	32	21	40	23	16	747
B. They match some of what I have learned.	54	8	11	29	40	16	22	20	27	740	50	8	34	23	36	736	50	12	42	27	19	743
C. They match just a little of what I have learned.	20	0	0	6	22	13	48	8	30	733	22	0	26	43	30	733	15	7	32	31	30	737
D. There is no match.	3	0	0	0	0	0	0	4	100	718	4	0	0	0	100	718	3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	8	22	17	46	9	24	3	8	748	24	16	40	32	12	744	25	34	42	13	11	753
B. good	45	1	2	26	43	20	33	14	23	737	44	0	39	35	26	735	47	10	45	27	18	743
C. fair	21	0	0	2	7	10	34	17	59	727	27	0	7	32	61	727	23	3	30	36	32	735
D. poor	6	0	0	2	25	2	25	4	50	726	5	0	20	0	80	715	5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	46	4	6	26	42	12	19	20	32	736	50	4	38	19	38	733	36	6	38	29	27	738
B. about the same as my regular schoolwork	47	5	8	17	27	28	44	14	22	739	42	5	16	52	27	735	53	13	42	27	18	744
C. easier than my regular schoolwork	7	0	0	4	44	1	11	4	44	735	8	0	50	0	50	735	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	41	2	4	22	39	15	27	17	30	737	45	2	32	32	34	734	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	51	7	10	22	32	24	35	16	23	739	46	6	27	35	31	735	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	3	27	3	27	5	45	731	10	0	30	20	50	730	5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	4	0	0	3	50	2	33	1	17	742	4	0	25	50	25	737	9	15	37	25	23	742
B. two or three days a week	36	2	4	21	44	12	25	13	27	737	33	0	38	26	35	733	20	13	41	26	20	743
C. two or three times each month	37	5	10	15	30	17	34	13	26	739	39	7	27	34	32	736	30	15	40	27	18	744
D. never or almost never	23	2	6	8	26	11	35	10	32	735	24	4	24	36	36	734	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	7	0	0	2	22	5	56	2	22	732	7	0	14	57	29	729	20	17	39	23	22	744
B. two or three days a week	38	2	4	19	37	16	31	15	29	737	37	5	26	33	36	735	29	16	40	25	19	744
C. two or three times a month	38	7	13	20	38	14	27	11	21	742	36	5	42	26	26	738	26	13	40	28	20	743
D. never or almost never	17	0	0	6	26	7	30	10	43	729	20	0	19	33	48	727	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	15	0	0	5	24	6	29	10	48	731	19	0	20	30	50	730	8	7	32	26	35	736
B. 30–45 minutes	63	7	8	33	39	28	33	17	20	740	60	6	33	37	24	738	41	12	38	27	23	741
C. 45–60 minutes	20	2	7	8	30	6	22	11	41	734	20	0	29	19	52	728	41	17	42	24	16	745
D. more than 60 minutes	2	0	0	1	33	2	67	0	0	741	1	0	0	100	0	732	10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	33	0	0	1	100	0	0	0	0	750	33	0	100	0	0	750						
C.	33	0	0	0	0	0	0	1	100	720	33	0	0	0	100	720						
D.	33	0	0	0	0	0	0	1	100	720	33	0	0	0	100	720						